



# PKTS and PELI Data 2020

Stamford City Wide Data  
for Pre-School Providers

# What are PKTS and PELI?

## **Pre-Kindergarten Transition Summary (PKTS)**

- The PKTS is a form created by preschool and kindergarten staff as a summary of skills for entering kindergarten students. Originally created to be filled out by pre-school staff, in 2020, it was filled out by parents. The document is shared with Kindergarten teachers as a planning tool to support a student's transition to Kindergarten.

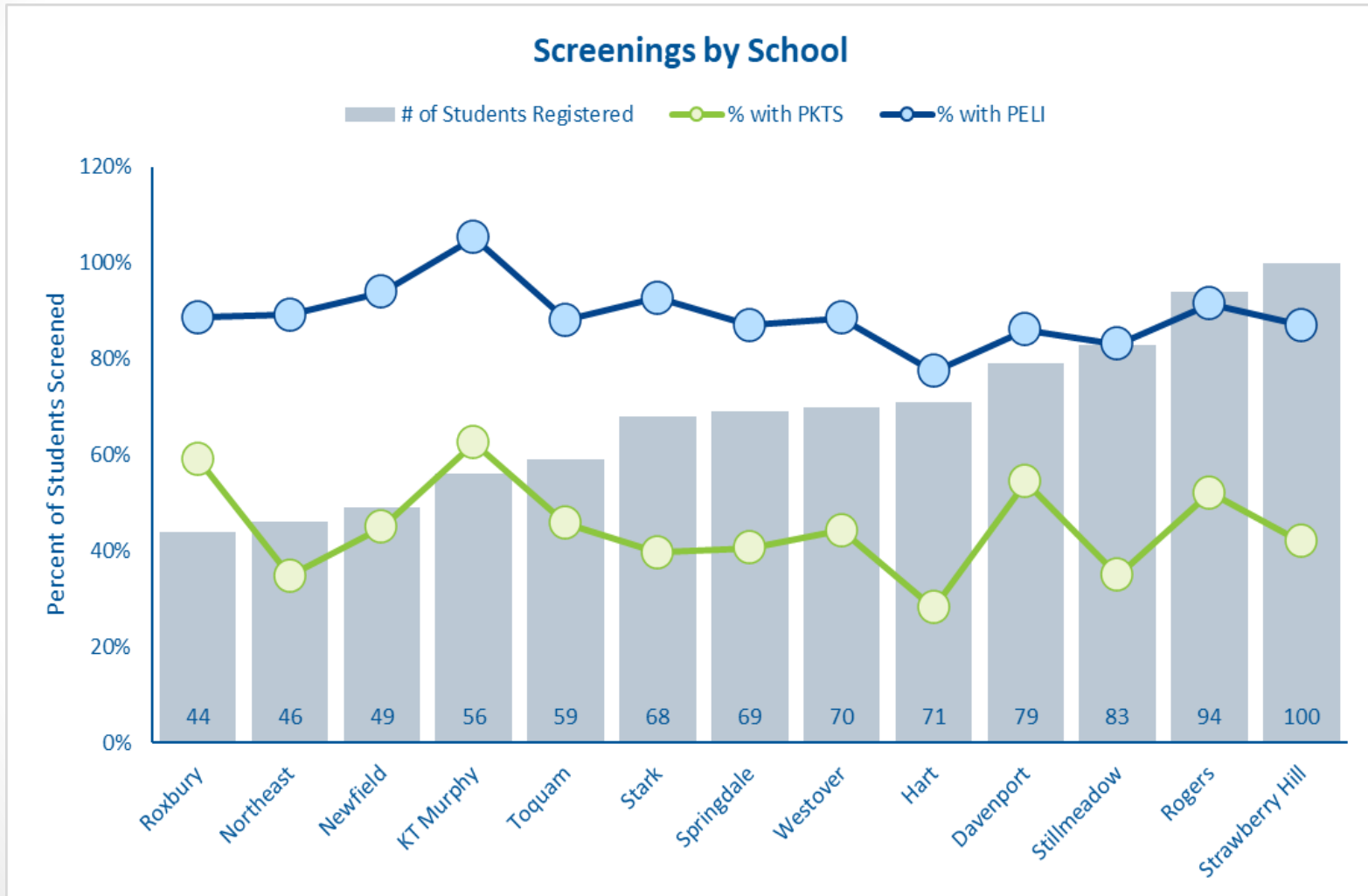
## **Preschool Early Literacy Indicators (PELI)**

- The PELI is an assessment for 3- to 5-year-olds designed to measure pre-literacy and oral language skills. Results are shared with Kindergarten teachers as a planning tool to support a student's transition to Kindergarten.

# Context for 2020 Data

- Due to COVID 19, the following changes were made to the process of collecting this data:
- PKTS was adjusted to become a parent survey using CTDOTS
  - <https://www.surveygizmo.com/s3/5641468/PKTS>
  - PKTS forms were completed for **395** incoming K students
- PELI was completed in one of three ways:
  - In person at Kindergarten Readiness Fairs
  - In person 1:1
  - Virtually
  - PELI was completed for **787** incoming K students

# Completion Rates- PELI/PKTS



# How to Interpret PKTS Results



Rarely	Usually	Sometimes
1	2	3



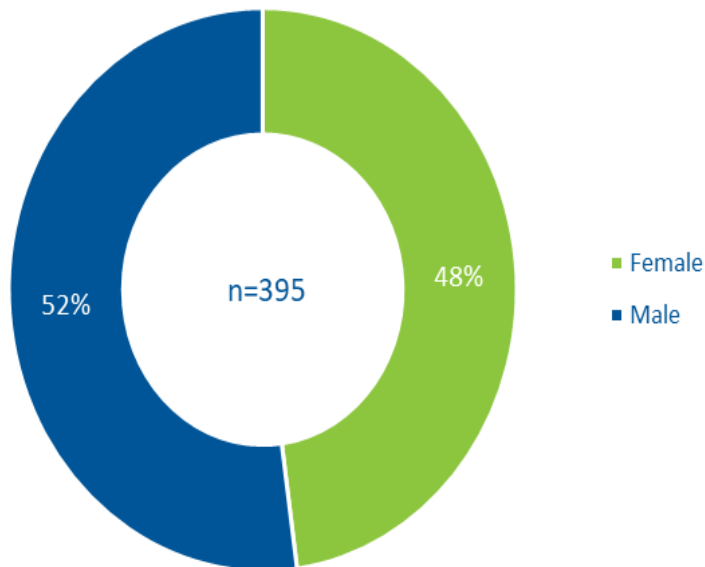
## DOMAIN: Cognition • OBSERVATION PROGRESSION: Cognitive Flexibility

AGE BANDS	0 — 3 months	3 — 6 months	6 — 9 months	9 — 12 months	12 — 18 months
DESCRIPTION	Shows awareness of familiar and new experiences	Acts to solve very simple problems	Uses varied actions to explore and interact with their environment	Adjusts actions to accomplish a desired effect	Uses objects in new ways and experiments to see results of new actions
EXAMPLES	Turns head toward sounds Looks to where familiar adult disappears Anticipates common routines (e.g., bottle presented, being picked up)	Reaches for a desired toy or blanket that is out of reach Moves something that is in the way Adjusts vocalizations or actions to get attention Moves away from something that is not wanted	Seeks object that is partially covered (e.g., moves blanket to retrieve object) Responds differently to adults and children Acts to have enjoyable activity repeated (e.g., coos to get adult to bounce him/her again, touches toy to get it to repeat noise)	Uses different actions to obtain objects (e.g., jumps to reach something) Tries a new action to manipulate objects in a particular way (e.g., imitates adult to put items in a container) Adjusts action when attempt is unsuccessful (e.g., pushes harder when first soft push doesn't work)	Tries several ways of using a new toy Performs multiple actions, watching for others' reactions each time Bounces, throws, or slides balls, watching for different results
NATURALISTIC OBSERVATION	Observe child during familiar routines with primary caregiver when child is in a calm but alert state. Note response to variations and to familiar aspects of the routine.	Observe child during everyday routines and/or playtime. Note response when things do not happen as expected or when simple frustrations are encountered, such as not being able to reach objects or manipulate an item in an expected manner.	Observe child interacting with familiar caregiver when child is satisfied and alert. Observe child actions that are a response to what is happening or that cause something to happen. Note any adjustments in child actions when circumstances change or if their first attempts aren't successful.	Observe child during active alert times, when working to accomplish things with toys or household materials. Note how child attempts to manipulate items, whether items are used in new and different ways and whether child adjusts their actions if they are not successful at getting an item to work on the first attempt.	Observe child interact with objects multiple times. Note whether some objects are used in a variety of ways or whether objects are used primarily in prescribed or repetitive ways.
PLANNED EXPERIENCES	During familiar routines, introduce a new item. Note child's response to new visual stimuli and/or to sounds that originate from something out of the field of vision (e.g., a rattle that is shaken on the opposite side of where child is looking). Observe whether child looks to object, changes state, moves, etc.	During playtime, move items child is enjoying just out of reach or partially hide objects, being careful to challenge but not frustrate child. Observe what child does in attempt to reach object.	When playing with an item the child is interested in, cover the object with a blanket or cloth (within the child's view). Note what the child does to retrieve the item. Do different interesting things with the item (e.g., make a noise with it, shake it, put in on someone's head). Note child's attempts to get you to repeat an action and difference in his/her response to different actions or items.	Present child with an item that can be used in multiple ways (e.g., a container with a lid which can be used to hold items, shake with items inside to make a noise or tap like a drum). Observe how the child uses the object independently and the response when adult models new actions with object.	Present child with a familiar and unfamiliar object (e.g., a container they are familiar with and a new smaller item). Observe use of the items and note if new ways of using the familiar object are attempted. If child does not do this spontaneously, model a new action and observe response.
FAMILY INPUT	What does your child do when something new or unexpected happens during a daily routine? Does he/she look toward or notice sounds? What happens when you move out of your child's sight? When you get ready to pick up your child does it seem that he/she is ready for this to happen? What does he/she do that makes you think he/she is anticipating you picking him/her up?	What does your child do when he/she can't reach something that he/she wants? Will your child move objects to get at what he/she wants?	What does your child do with objects he/she is interested in? What does he/she do that shows he/she is interested? What does he/she try in order to get something he/she likes to happen again? Does he/she act differently around different people? If so, describe these differences.	What does your child like to play with? What does your child do with his/her favorite things? Does your child usually use these things in the same way or does he/she try new ways of using these things? What happens if you show your child a new way to use something?	What does your child do when using or playing with familiar things? Describe a time when your child tried something new to see what happened. Does your child try new ways of using toys they have had for a while? When your child first has something new, does he/she try different ways of using it?

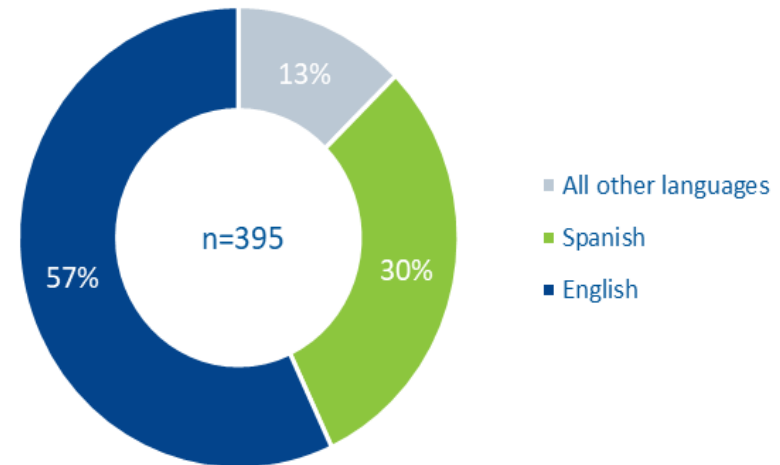
# PKTS Results 20-21



Gender of Children



Primary Language Spoken at Home



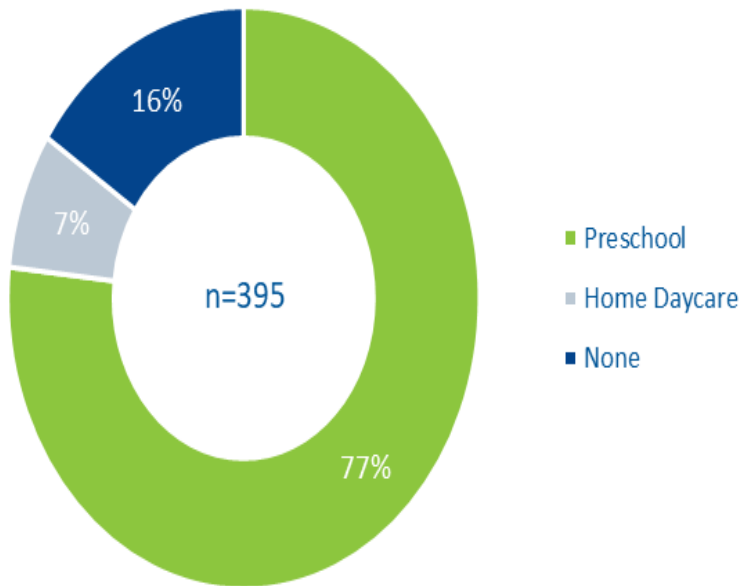
**\*\*Other includes the following languages:**

Albanian, Arabic, Baduga, Bengali, Chinese, Dinka Jieng, Gujarati, Haitian Creole, Hindi, Indonesian, Malayalam, Mrathi, Nepali, Polish, Portugese, Russian, Tamil, Telugu, Ukrainian, Urdu, Uzbek

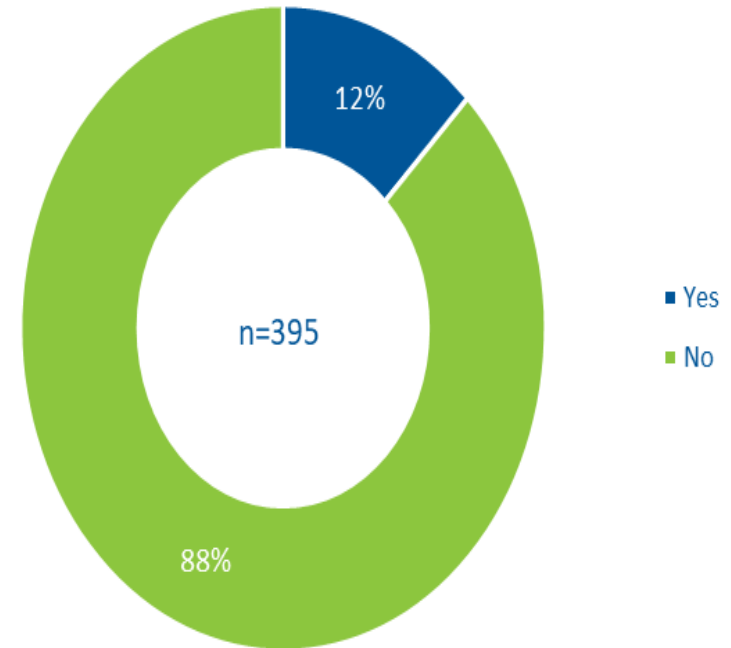
# PKTS



## Early Learning Experience



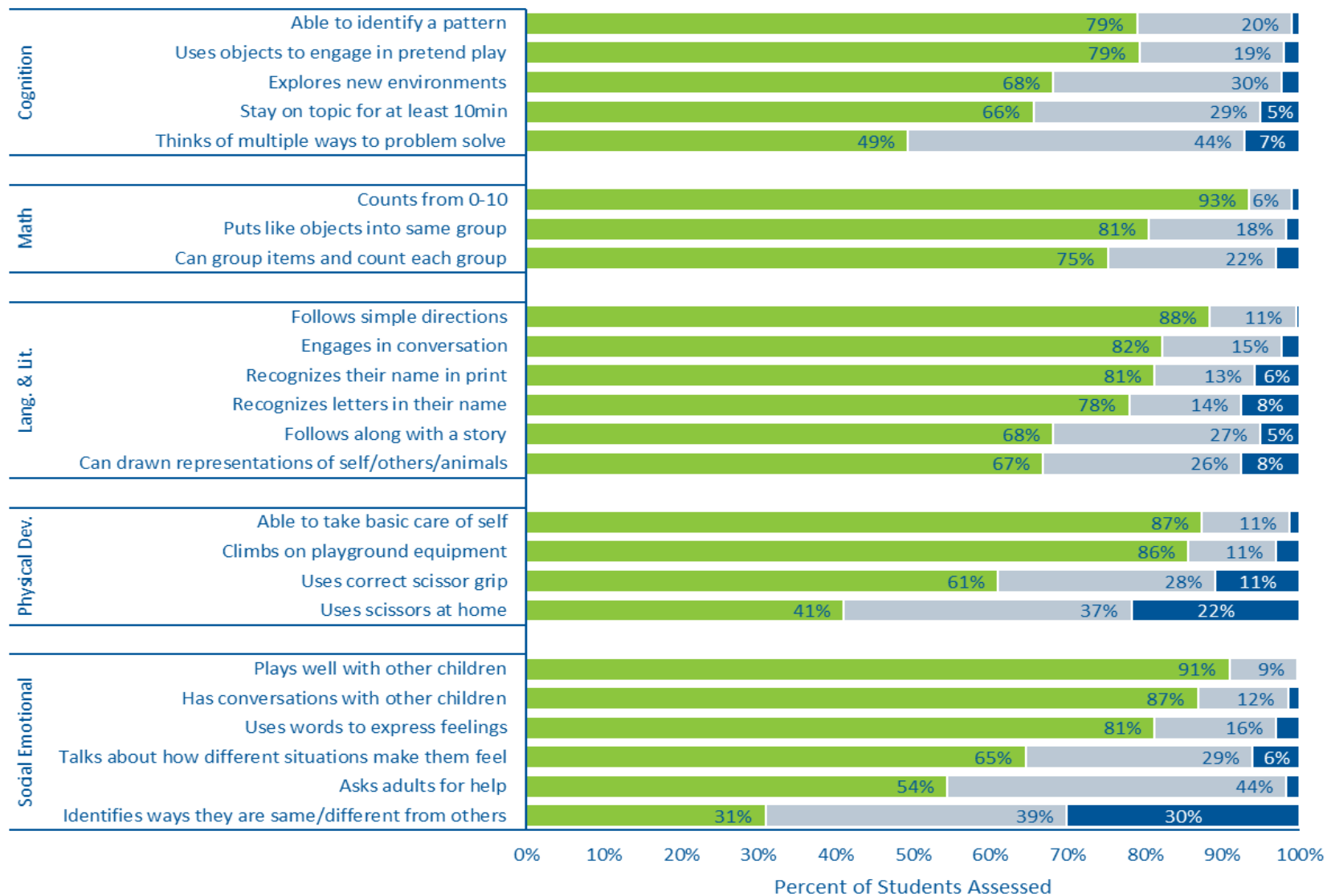
## Children with an IEP



n=395

## PKTS Results (All Students)

Usually Sometimes Rarely





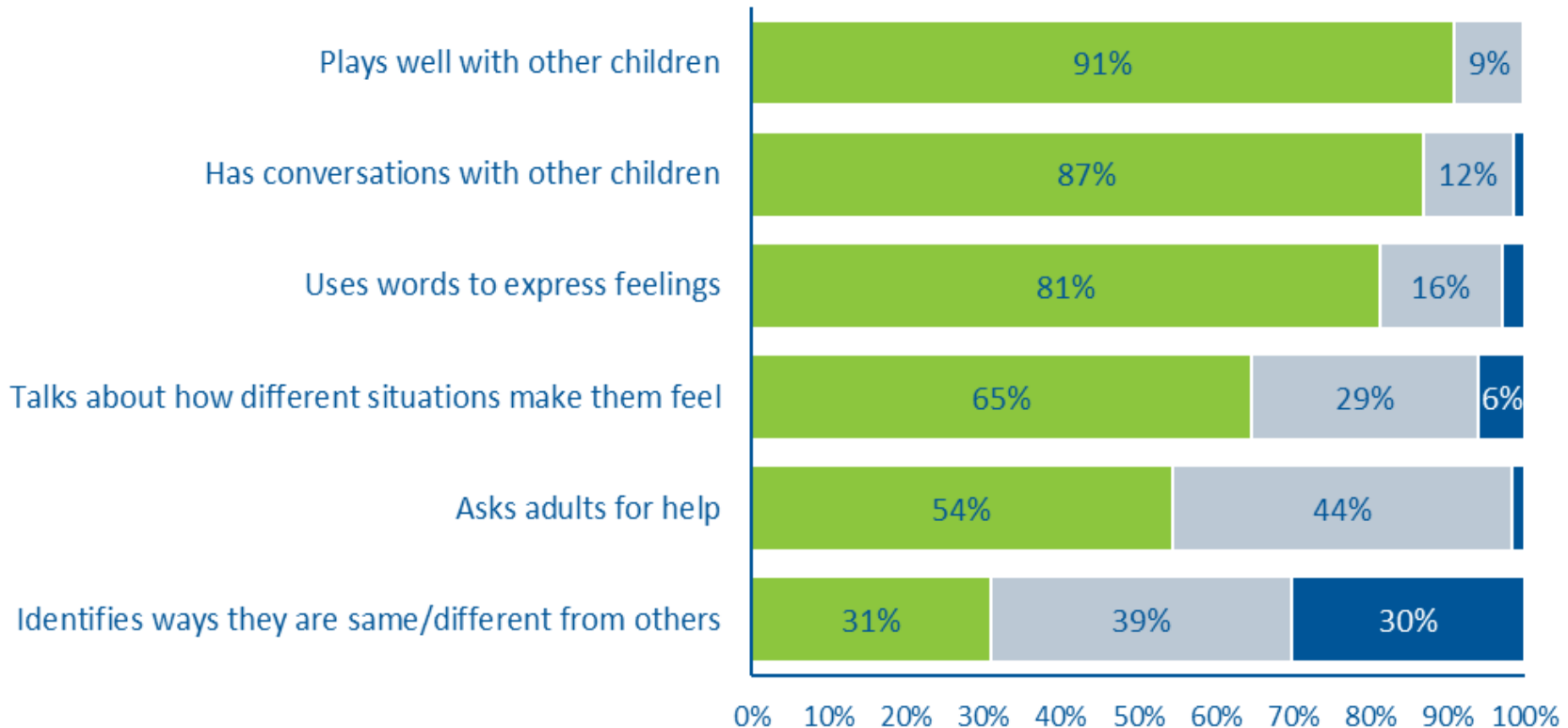
# Social Emotional Results



n=395

## Social Emotional Outcomes

■ Usually ■ Sometimes ■ Rarely



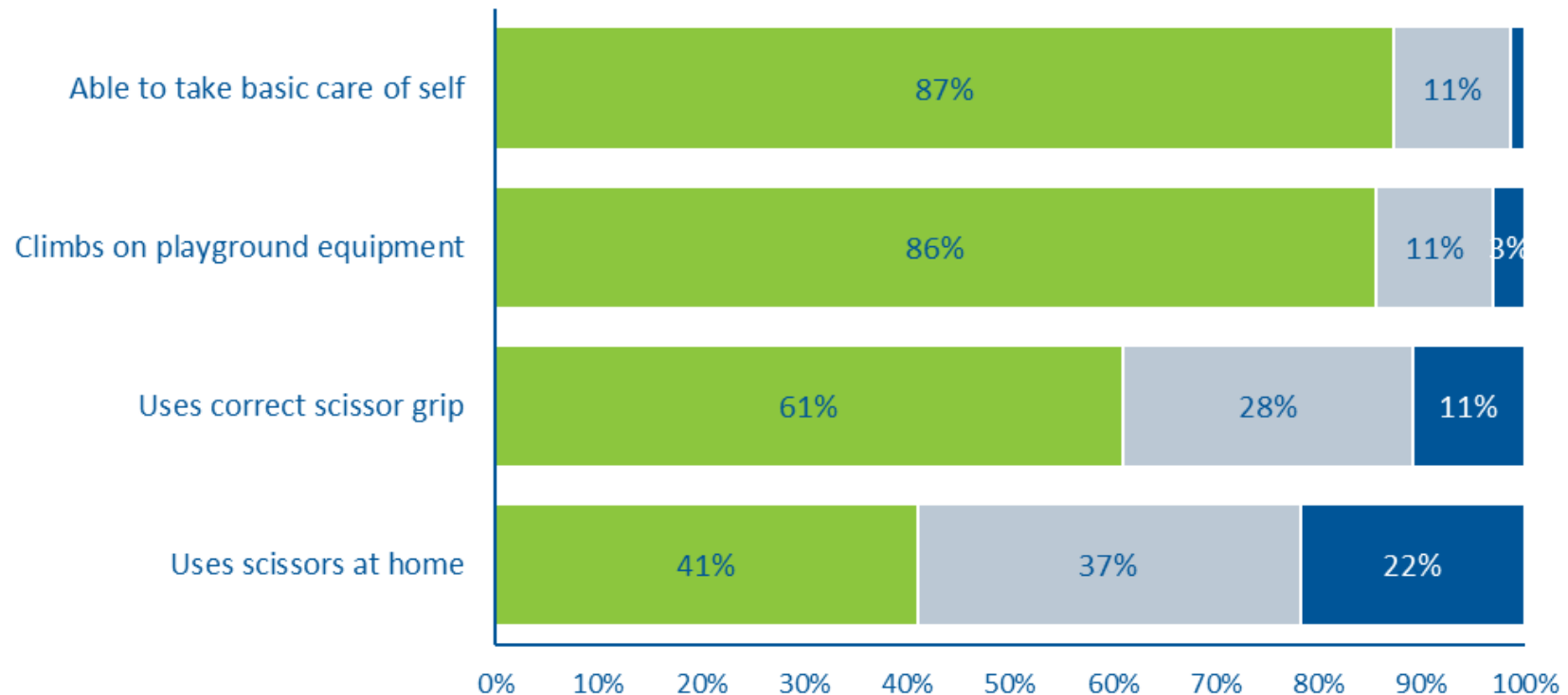
# Physical Health & Development Results



n=395

## Physical Health & Development

■ Usually ■ Sometimes ■ Rarely



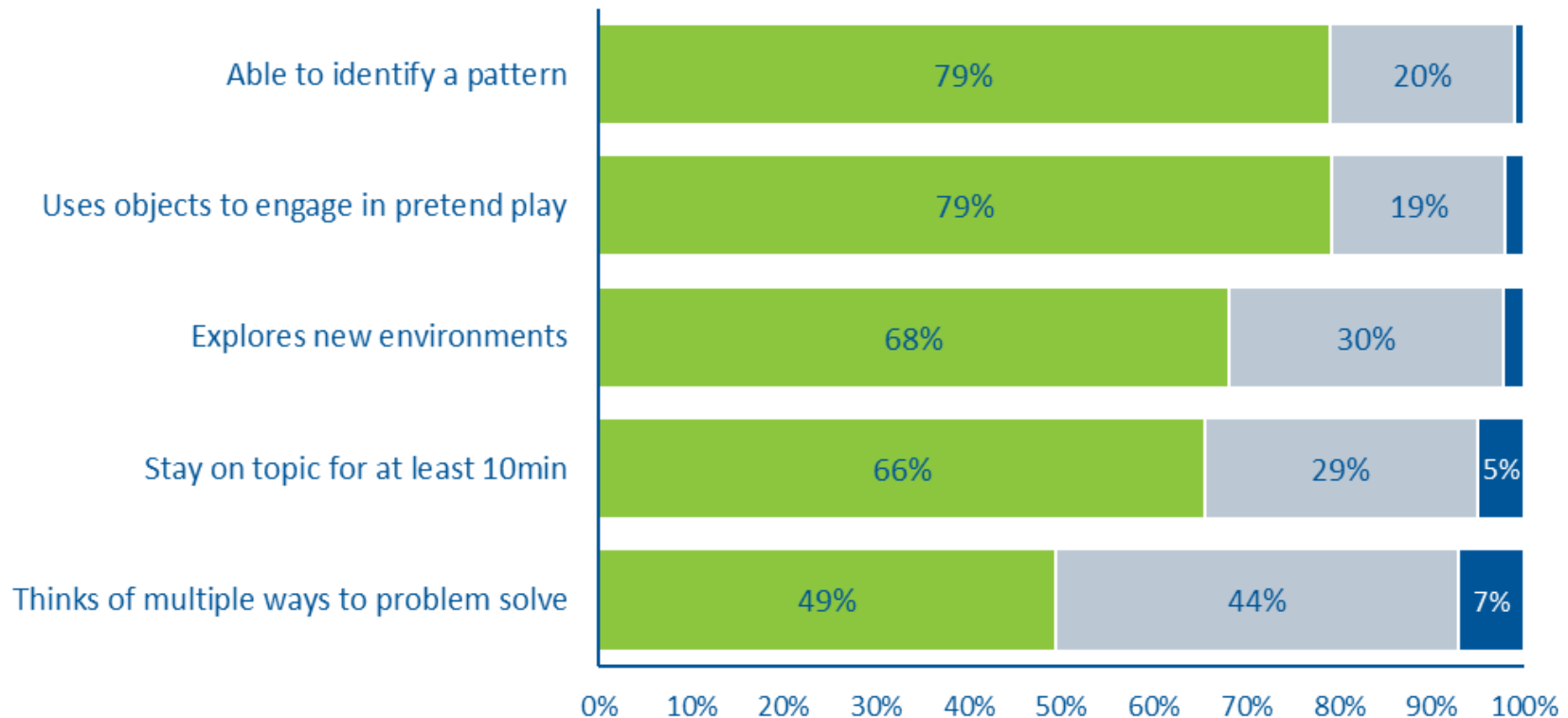
# Cognition Results



n=395

## Cognition

■ Usually ■ Sometimes ■ Rarely



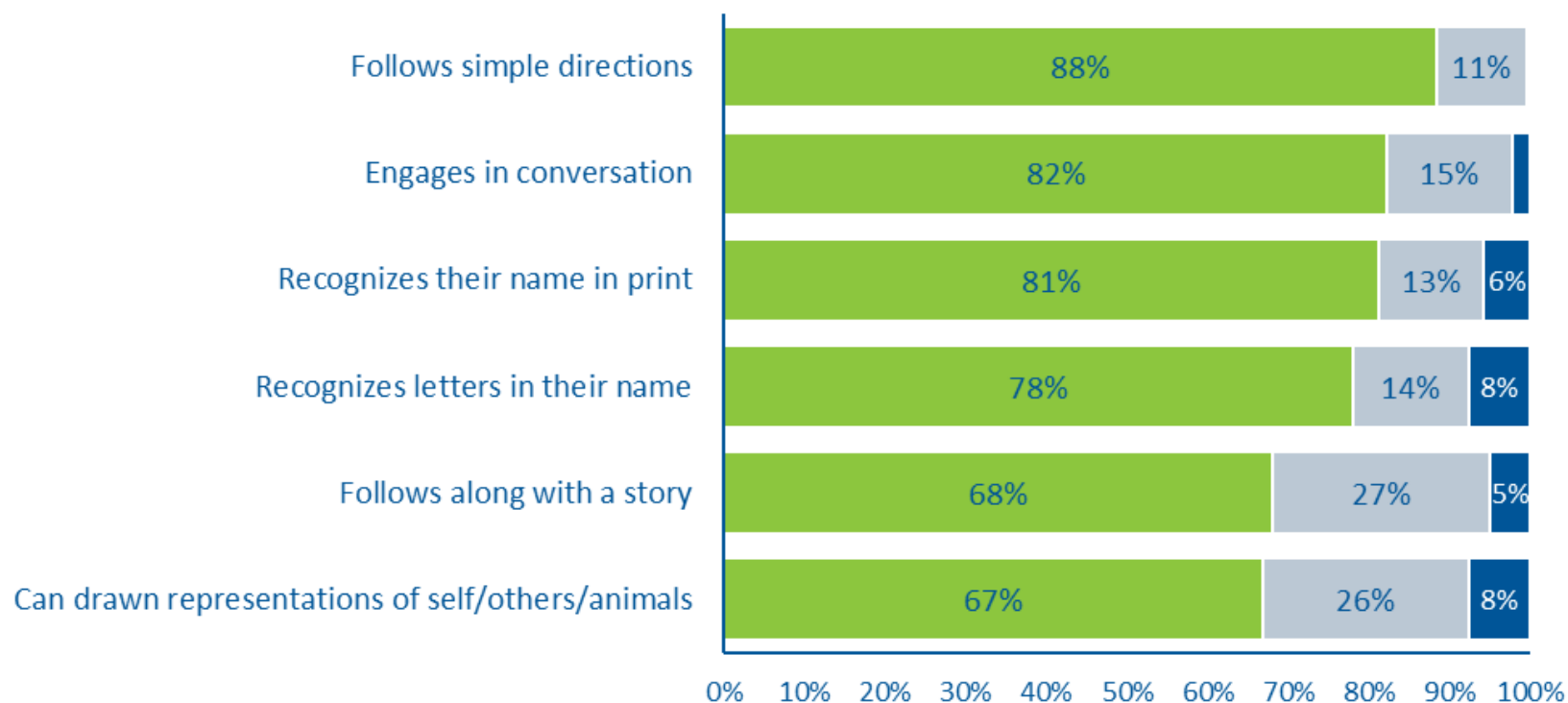
# Language/Literacy Results



n=395

## Literacy & Language

■ Usually ■ Sometimes ■ Rarely



# Mathematics Results



n=395

## Mathematics

■ Usually ■ Sometimes ■ Rarely

Counts from 0-10

93%

6%

Puts like objects into same group

81%

18%

Can group items and count each group




75%

22%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

# How to Interpret PELI Results

Table 1. Odds of Achieving Subsequent Early Literacy Goals, PELI Benchmark Goal Levels, and Likely Need for Support

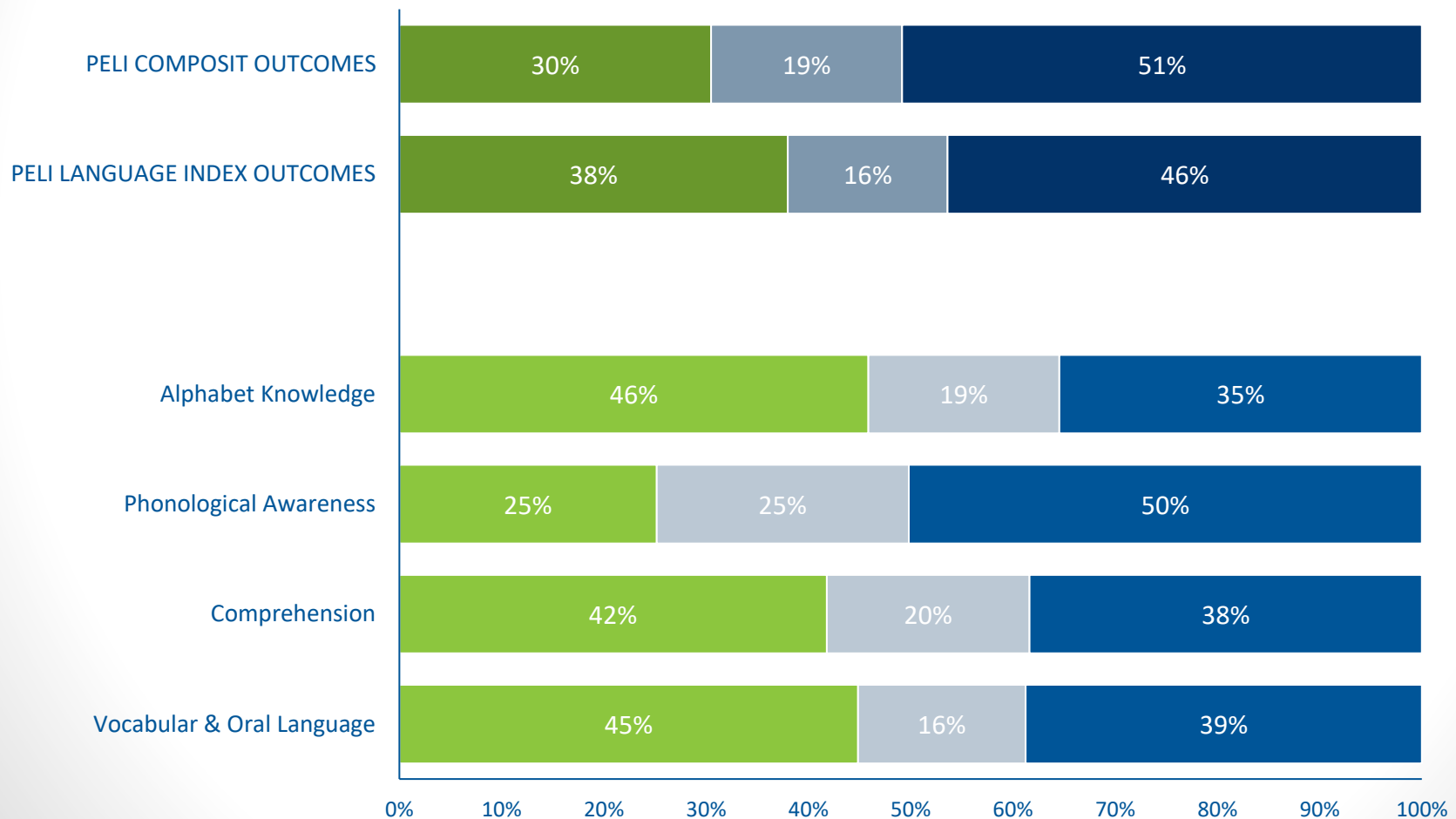
Probability of achieving subsequent early literacy goals	Visual Representation	PELI Score Level	Likely need for support to achieve subsequent early literacy goals
80% to 90%		At or Above Benchmark <i>scores at or above the benchmark goal</i>	Likely to Need Core Support
40% to 60%		Below Benchmark <i>scores below the benchmark goal and at or above the cut point for risk</i>	Likely to Need Strategic Support
10% to 20%		Well Below Benchmark <i>scores below the cut point for risk</i>	Likely to Need Intensive Support

# PELI by Strand

n=787

## PELI Outcomes by Section

■ At/Above ■ Below ■ Well Below

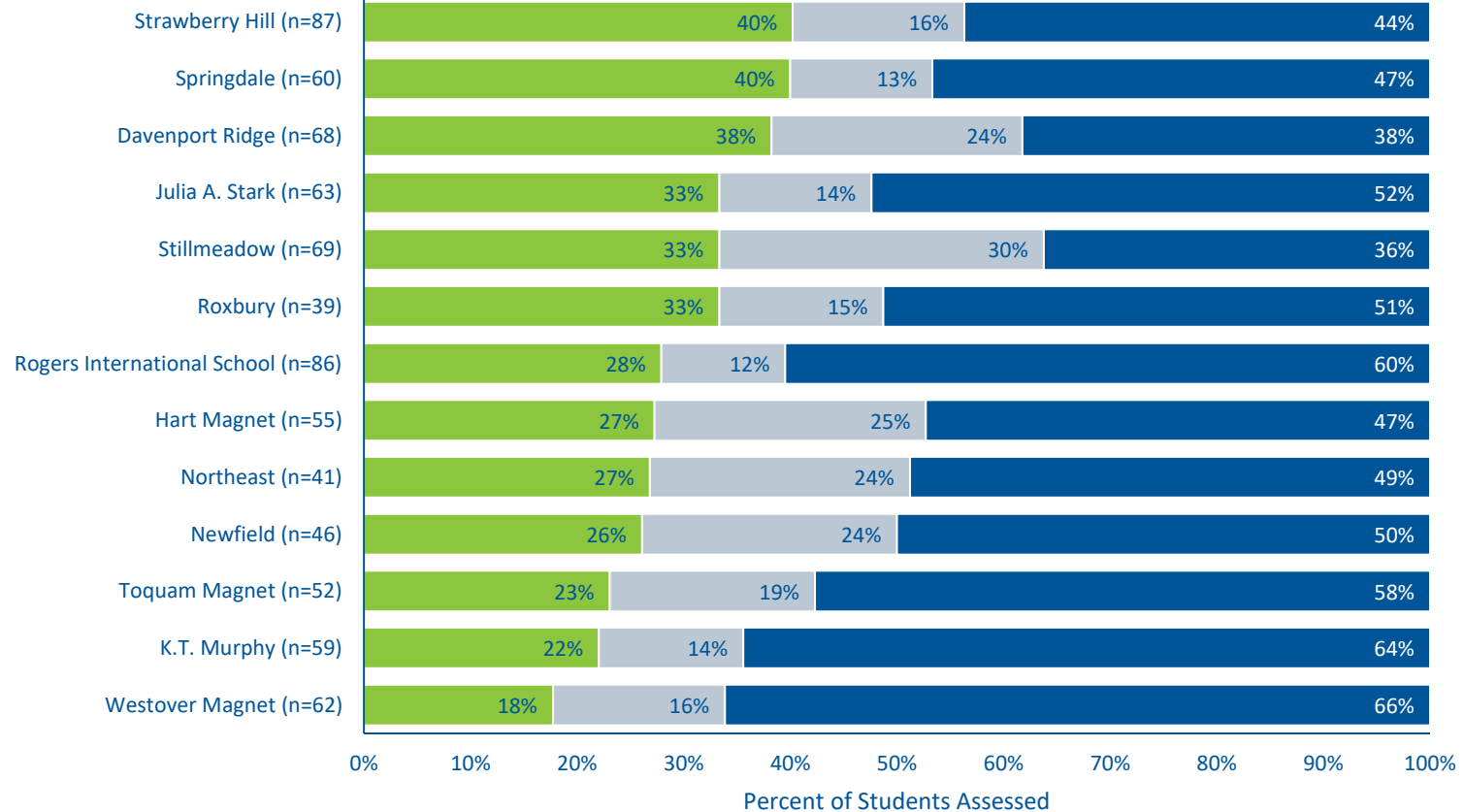


# PELI Results – Overall Composite Score

## PELI Overall Outcomes by School

■ At/Above ■ Below ■ Well Below

PELI COMPOSIT OUTCOMES: All Schools (n=787)

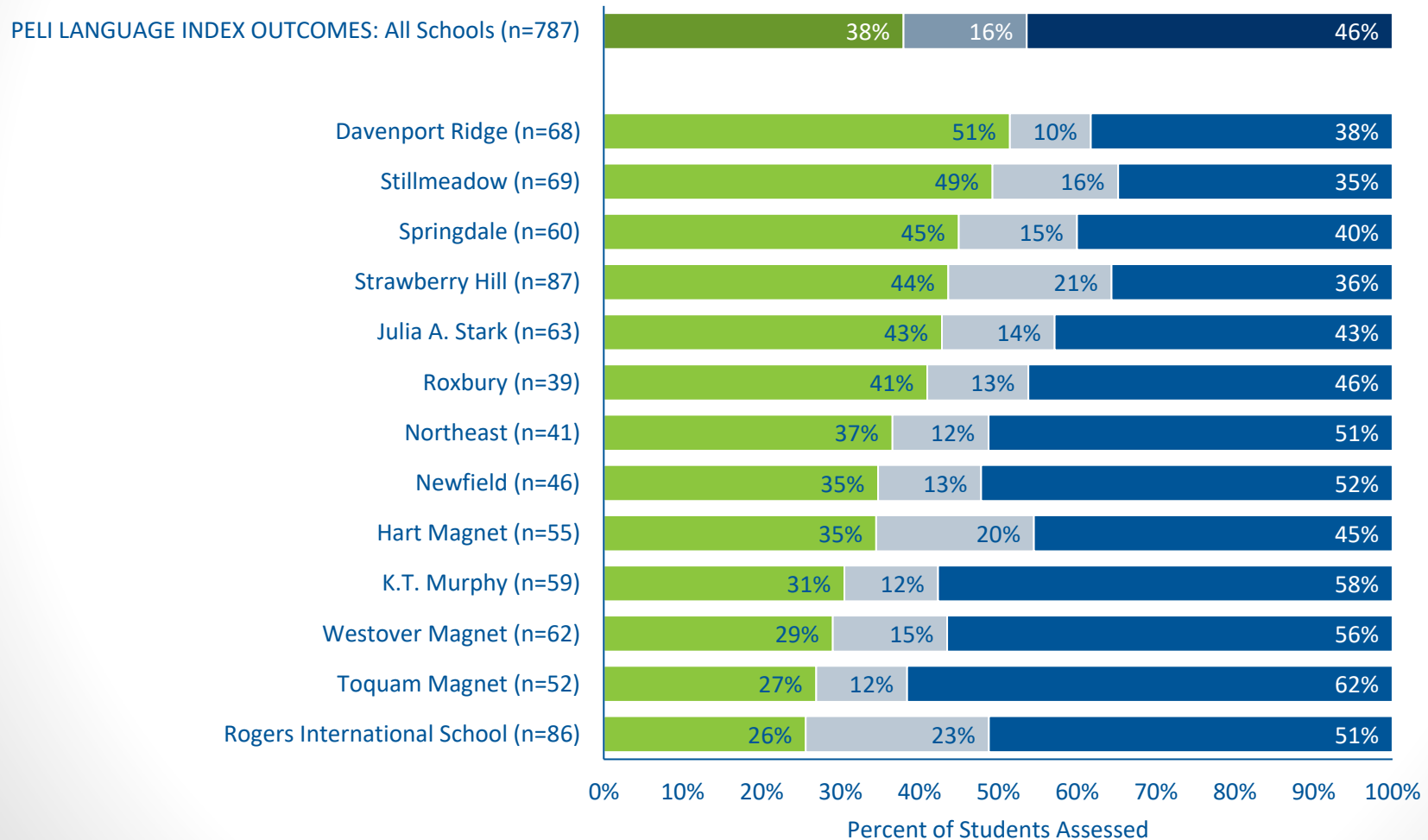




# PELI Results-Language Index

PELI Language Index Outcomes by School

■ At/Above ■ Below ■ Well Below



# PELI: Benchmark Goals

- A benchmark goal indicates a level of skill where the child is likely to achieve the next PELI goal or early literacy outcome.
- If a child achieves a benchmark goal, then the odds are in favor of that child achieving later early literacy outcomes if he/she receives generally effective instructional support and learning opportunities.



# PELI: Cut Points for Risk

- The cut points for risk indicate “a level of skill below which a child is unlikely to achieve subsequent early literacy goals without receiving additional, targeted instructional support.”
- Children with scores below the cut point for risk are identified as “likely to need intensive support.”



- Intensive support might entail:
  - Delivering instruction in a smaller group
  - Providing more instructional time or more practice
  - Presenting smaller skill steps in the instructional hierarchy
  - Providing more explicit modeling and instruction
  - Providing greater scaffolding and practice



# Benchmark Goals and Cut Points for Risk for 4-5 Year-Old Children

Subtest	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of year	End of Year
Alphabet Knowledge	At/above	Core	6 +	17 +	23 +
	Below	Strategic	2 - 5	8 - 16	14 - 22
	Well Below	Intensive	0 - 1	0 - 7	0 - 13
Phonological Awareness	At/above	Core	4 +	10 +	13 +
	Below	Strategic	1 - 3	4 - 9	9 - 12
	Well Below	Intensive	0	0 - 3	0 - 8
Vocabulary – Oral Language	At/above	Core	18 +	21 +	23 +
	Below	Strategic	13 - 17	16 - 20	19 - 22
	Well Below	Intensive	0 - 12	0 - 15	0 - 18
Comprehension	At/above	Core	13 +	16 +	17 +
	Below	Strategic	10 - 12	12 - 15	14 - 16
	Well Below	Intensive	0 - 9	0 - 11	0 - 13



## Benchmark Goals and Cut Points for Risk for 4-5 Year-Old Children

Score	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
PELI Language Index	At/above	Core	114 +	132 +	143 +
	Below	Strategic	88 - 113	111 - 131	124 - 142
	Well Below	Intensive	0 - 87	0 - 110	0 - 123
PELI Composite Score	At/above	Core	159 +	201 +	231 +
	Below	Strategic	115- 158	160 - 200	195 - 230
	Well Below	Intensive	0 - 114	0 - 159	0 - 194

# What To Do with this Data?

- Consider: how can you use the PELI and PKTS data to inform what educational and social emotional opportunities you provide for students in Pre-K? Where do students need more development and support?

# K 101 – Save the Date

Tuesday, April 27<sup>th</sup> from 2:00-3:00 p.m.

PKTS Form 2021

<https://docs.google.com/forms/d/1nBaM3EI-iEk30-3s2rN9NPyRjl-lkHHffmOiuTDdciQ/edit>



Kindergarten Registration:

Dena Booker

[ofce@stamfordct.gov](mailto:ofce@stamfordct.gov)

203-977-4465/203-977-5312

Kindergarten Registration Flyer:

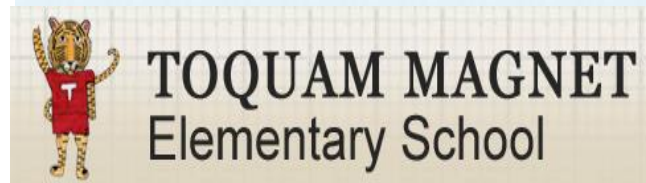
[https://www.stamfordpublicschools.org/sites/g/files/vyhlif3841/f/uploads/kindergargen\\_flyer-english-final.pdf](https://www.stamfordpublicschools.org/sites/g/files/vyhlif3841/f/uploads/kindergargen_flyer-english-final.pdf)

# Resources for Families

- [Link to SPS K Registration Page](#)
- Social Stories- [Going to Kindergarten](#), [Masks and Safety](#)
- [Link to the Ferguson Library](#)
- [Link to Stamford Public Education Foundation](#)
- [Hello Kindergarten: Home](#)
- [Read Aloud- The Night Before Kindergarten](#)
- [Kindergarten Parent Pop](#)
  - <https://www.youtube.com/watch?v=YAb--y9Nzil&feature=youtu.be>
- [Kindergarten Readiness Fairs – held in July/August](#)



# Links to Virtual Videos



[https://docs.google.com/spreadsheets/d/1Hlo\\_xk\\_Jx0\\_2\\_9hqK4UAV8fUAXcWnQudNCdYHce3\\_2QAA/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Hlo_xk_Jx0_2_9hqK4UAV8fUAXcWnQudNCdYHce3_2QAA/edit?usp=sharing)

# Contact us – any time

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